DOCUMENT RESUME

ED 169 065 SP 014 210

TITLE	Utilizing Field Trips for Learning (VII-7). Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Mar 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Experiential Learning; *Field Trips; *Inservice Teacher Education; *Instructional Materials; *Learning Modules; Validated Programs

ABSTRACT

The learning module described is designed for elementary or secondary teachers who wish to acquire skills in teaching methods that utilize field trips to enhance learning. The scope and sequencing of topics in the module are outlined, and activities and resources involved in using the product are described. Ordering information and a critique of the module are included. (JD)

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ED169065

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: UTILIZING FIELD TRIPS FOR LEARNING (VII-7)

Publication Date(s): May, 1970

Intended Users: Teachers who wish to acquire skills in teaching methods that utilize field trips to enhance learning

Grade Level(s): K - 12

Number: Teams of Two or Groups

Primary Focus: The focus of this package is the development of teaching methods utilizing field trips as a basis. Selecting, organizing, enacting and evaluating field trips are the main topics covered.

School subject(s) and/or in-service topic(s) covered: "Utilizing Field Trips For Learning" covers: purposes, how to select, teacher's liability, how to organize, how to enact, how to follow-up, and evaluation. Demonstration of the use of the knowledge, skills and attitudes in preparing a field trip are included in the content.

What participant does in using the materials: Participants are enrolled in an inservice program which can be developed at the local level in different ways. It could be adapted to two sessions plus a field trip project. It is suggested participants work in teams of two. The information is read, a filmstrip is viewed, and questions on a self test are answered. Participants select a trip for their class and carry it through all the stages. Teammates evaluate and provide feedback.

Resources: The product includes an illustrated film strip, an instructional workbook, and a participant's workbook (consumable). The material suggests a group session for viewing the film strip and an examination plus the pairing of individuals for working through the module and the resulting project. A filmstrip projector is necessary.

Describer critique: The module presents material it considers essential for utilizing field trips in learning situations. The actual procedures the course follows are not too clearly given. It seems almost essential that each participant or team of two have a copy of the module plus the consumable workbook. The form this product takes as an in-service program is left to the local user.

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B. IN-DEPTH INFORMATION

Title: UTILIZING FIELD TRIPS FOR LEARNING

Publication Date(s): May, 1970

Intended Users: Elementary and secondary teachers who wish to acquire skills in teaching methods that utilize field trips to enhance learning.

Grade Level(s): K - 12

Number: Team of two or Group

Primary Focus: The focus of this package is the development of teaching methods utilizing field trips as a basis. Selecting, organizing, enacting and evaluating field trips are the main topics covered.

1.0 PURPOSES:

Every school has community resources available that offer limitless opportunities for children to learn. Observation and inter-action with "real" things, whether they be persons, places, or objects, make exciting learning experiences as well as lasting impressions. Leaders at all levels need to be skilled in teaching methods that utilize field trips to enhance learning in an out-of-the-ordinary way. This module's objective is to develop ways that enable a teacher to be capable of selecting, organizing, enacting and evaluating a field trip.

2.0 CONTENT — Scope and Sequencing of Topics:

CONTENT:

The module is developed through the following topics:

1. Teaching methods that utilize field trips.

    a. Purposes of field trips.
    b. How to select a field trip.
    c. The teacher's liability on field trips.
    d. How to organize for a field trip.
    e. How to enact a field trip.
    f. How to follow up a field trip.
    g. How to evaluate a field trip.

2. Actual performance of the skills, knowledge and attitudes necessary for field trips.

    a. The field trip is accomplished with the criteria outlined.
    b. Follow-up and evaluation with the students is completed.
    c. Teacher, team mate and team leader evaluation of the project is accomplished.

SEQUENCE:

The need to follow the material in the sequence in which it is presented is evident even if it is not specified.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The main in-service activity is developed at the local level at the discretion of the user. It could be adapted to two sessions plus a field trip project. It is suggested participants work in teams of two. The information is read, a filmstrip is viewed and questions are answered and scored on a follow-up examination. Participants select a trip for their own classroom and carry it through all the stages. Team mates evaluate and provide feedback.

3.2 Help given in use of product:

The product includes an illustrated film strip, an instructional workbook, and a participant's workbook (consumable). The material offers little suggestion for actual implementation of this product; however it suggests pairing of individuals for working through the module. A film strip projector is necessary.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The module presents material it considers essential for utilizing field trips as a teaching tool. A written examination is given to the participants to determine whether the objectives have been met. A written critique of the field trip project and accomplishments as scored on a checklist complete the evaluation of demonstratable knowledge learned.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

The module contains one film strip, the module workbook and a participant's workbook (consumable). Accomplishment of an actual field trip is part of the project. It is suggested teachers work in teams of two throughout the module. A film strip projector is necessary. It seems almost essential that each participant or team of two have a copy of the module workbook. Additional participant's workbooks (consumable) should be ordered for every user of this material.

5.2 Distributor name/address:

Panhandle Area Education Cooperative
411 West Boulevard, South
Chipley, Florida
32428
(904) 638-4131

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
UTILIZING FIELD TRIPS FOR LEARNING VII-7	TOTAL: $7.55	No	1	Yes
(contains)				
1 film strip	$6.75			
1 module workbook	$ .70			
1 participant workbook (consumable)	$ .10	No	1	No

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The first edition of this material was prepared by Dona Denton, Betty Butler and Allie Strickland, all of Bay County, and by Ann Gordy of Washington County, Florida.

The present edition was prepared by:

Dr. Don H Bernard, Coordinator, and Ms. Linda Zack.

6.2 How developed and when:

The instructional module was produced in 1969 for use in training projects through a grant from the United States Office of Education to the State of Florida Department of Education under the Title V Higher Education Act of 1965. The module was extensively revised following field testing in 1969 projects, resulting in the present, May 1970, edition.

During the field-testing period, this module was used on around 20-30 practicing teachers in several Florida counties. Three years went into the development of this material before it was published.

6.3 Evidence of effectiveness with users:

The classroom teachers involved in the field-testing were asked to complete "revision sheets." These evaluation forms were then sent back to module developers. The developers based most of their revisions on the critiques supplied by the classroom teachers, thus ensuring a more effective program for other teachers to use in their inservice education training.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This material is appropriate and adaptable as a guide for field trips in any subject or classroom where it is utilized.

The quality of the content of the module is good.

The instructions on how to administer the materials successfully are not as clear as they could be.

Content accuracy/social fairness/community acceptance issues:

To the extent to which the content develops its objectives and aims, it can be considered accurate.

There is no evidence of race, sex or ethnic bias.

Field trips can be controversial. The benefits versus the risks are generally at question. This material in itself however, would not be controversial.

Overall summary/comment:

The module works through the knowledge considered essential in developing field trips and actually carrying them out. The product presents good content: however, its method of presentation as an in-service program is not clearly established. Suggestions for the establishment of the in-service program would be helpful.

MCR/3-77